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ABSTRACT

The New York City Bilingual Technical Center's first year of operation (academic year 1984-85) is evaluated in terms of the objectives addressed, activities implemented and problems encountered and solved. To promote the linguistic and academic program of limited English proficient (LEP) students, it adopted the specific objectives of revising and updating the draft of The Delivery of Services to Students in Bilingual/English as a Second Language (ESL) Education Programs, providing technical assistance to district and high school staff, consolidating and revising particular circulars, and conducting city-wide training sessions for district and high school staff and parents (both at the Brooklyn central office and on-site at local districts). While all objectives were implemented, variation in the method and timing of implementation was due to factors such as paucity of personnel and time and scheduling limitations. To strengthen the center's program for next year, the following recommendations were offered: (1) hiring additional staff to free the director to work on written materials development; (2) setting up a training session calendar in advance to reduce scheduling conflicts; (3) proceeding with plans to produce other topical booklets targeted to specific populations; and (4) video taping technical assistance sessions for evaluation and feedback purposes. Copies of program planning forms for 1985-86 are included in appendix. (ETS)

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NEW YORK CITY

BILINGUAL TECHNICAL ASSISTANCE

CENTER

1984-85

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

NEW YORK CITY

BILINGUAL TECHNICAL ASSISTANCE

CENTER

1984-85

Project Director:
Gilda van Sand

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New York City Bilingual Technical Assistance Center

Location:	131 Livingston Street Brooklyn, New York 11201
Year of Operation:	1984-85, Second Year
Project Director:	Gilda van Sand

I. PROJECT DESCRIPTION

OVERVIEW

The New York City Bilingual Technical Assistance Center, funded by the New York State Education Department (N.Y.S.E.D.), is administered by the Office of Bilingual Education (O.B.E.) of the New York City Board of Education. It is housed at central Board headquarters in Brooklyn. The center operates city-wide, offering technical assistance to all 32 community school districts and the Division of High Schools.

The center collaborates with other O.B.E. units making presentations at the central office and on-site at local districts, producing and disseminating materials, and planning and reviewing project activities. To a lesser extent, collegial collaboration extends to other (non-O.B.E.) Board of Education offices, and to outside agencies.

The center's funds total $100,000, including line items for personnel, fringe benefits, supplies, printing, evaluation, travel, conference costs, and indirect costs.

The project is headed by a full-time director, who is assisted by part-time consultants and part-time secretarial support. Prior to taking this position, the director worked in O.B.E.'s Program Planning and Support Services Unit and has been a classroom teacher.

The purpose of this final report is to summarize the program as implemented during academic year 1984-85. This report provides an overview of the project as it operated. It highlights the objectives addressed, activities implemented, and problems encountered and solved.

The evaluation was conducted at central headquarters and at a local school district (District 20). The evaluation includes recommendations regarding future staffing, technical assistance activity, materials development, and project assessment.

GENERAL STRUCTURE OF BILINGUAL TECHNICAL ASSISTANCE, CURRICULUM DEVELOPMENT, AND TRAINING

Services

School personnel who plan, implement, and monitor New York City's bilingual education programs need to be aware of current regulations and assessment resources and to understand curriculum and instructional issues. It was to meet this need that the Board of Education in 1984 established a centrally-based center for technical assistance.

The Bilingual Technical Assistance Center is under the jurisdiction of O.B.E. and receives New York State Part 154 funds.

It is one of several programs and services that comprise a comprehensive structure to serve limited English proficient (LEP) students in the public school system. They include the following O.B.E. units:

-- Curriculum and Library Services develops and disseminates bilingual education curriculum offerings to the city's public schools and the community;

-- Proposal Development and Dissemination Services gives technical assistance to school districts in identifying and writing proposals;

-- Assessment and Evaluation Services conducts comprehensive evaluations of effective bilingual education practices and assists in developing and identifying appropriate testing and evaluation instruments;

-- Program Planning and Supporting Services monitors all bilingual programs in the city schools to comply with Consent Decree and LAU guidelines;

-- English as a second language (E.S.L.) provides special support and technical assistance in E.S.L. instruction, including conferences, seminars, and in-service workshops;

-- Staff Development offers a variety of support, training, and technical services to school personnel and lay persons involved in bilingual education in conjunction with such funded programs as Bilingual Pupil Services (B.P.S.), Project MAS (Math and Science Program), Project BABS (Bilingual Academic and Business Skills), the Native American Education Program, Get Set, and the Bilingual Technical Assistance Center.

THE MANDATE OF THE BILINGUAL TECHNICAL ASSISTANCE CENTER

The Bilingual Technical Assistance Center was created to "promote the linguistic and academic progress of limited English proficient students." According to its mandate, project staff will provide district and high school personnel

with technical assistance and training on laws, regulations, and policies that have an impact on the instructional programs provided to LEP students in New York City public schools. In addition, the center will assist the Office of Bilingual Education in developing a comprehensive plan in accordance with planning requirements under Part 154 of the Regulations of the Commissioner.

The program's objectives, as stated in the original and updated program applications to N.Y.S.E.D. are:

1. To revise and update the draft of The Delivery of Services to Students in Bilingual/E.S.L. Education Programs in accordance with the planning requirements under Part 154, Regulations of the Commissioner, which provides all current regulations and policies that have an impact on instructional programs for LEP students;

2. To provide technical assistance to district and high school staff on the preparation of local district and school comprehensive plans for the education of LEP students;

3. To consolidate and revise special circulars related to the Consent Decree and LAU Plan mandates; and

4. To conduct city-wide training sessions for district and high school staff and parents on the existing regulations and policies that have an impact on instructional programs for LEP students.

STAFF

The center's full-time coordinator is a teacher who has worked in O.B.E.'s Program Planning and Support Services Unit and has taught for five years. She has had the part-time editorial assistance of four teachers who work on an hourly basis, and a part-time secretary.

REPORTING FORMAT

Because the center provides no direct services to students, but channels its services to board personnel and interested community members, a special format was created for this report. First, an evaluation was made of the center's efforts to meet its four objectives. Second, a response was made to concerns expressed in a letter dated April 3, 1985 from N.Y.S.E.D. to the center's director. These concerns will be listed later in this report.

METHOD OF INQUIRY

Information and documentation was collected both in writing and through interviews with the project director. Additional data were gathered in a visit to the center's technical assistance workshop for district principals in June. Project agendas, documents, and related materials were also examined.

II. FINDINGS

PROGRESS ON OBJECTIVES

Objective 1: Update of Manual

The project director, in consultation with O.B.E. colleagues, completed the preparation and final editing of the 1983-84 edition of The Delivery of Services to Students in Bilingual/E.S.L. Education Programs. It was disseminated widely to both individuals and institutions (see Appendix A).

An evaluation form accompanied each manual. While many forms were not returned, the response was sufficient to indicate a trend. Of the written comments shared with the evaluators by the project director, some were quite positive and others contained constructive criticisms; but on the whole they indicated that the manual was judged useful. Appendix B includes some of these comments.

In response to recommendations of the evaluation team, an updated, condensed, practical Principal's Guide for the Identification, Testing, and Placement of Limited English Proficient Students, 1985 was issued. It supplements the original manual and together, the guide and the manual form a base from which school districts can develop comprehensive local plans. O.B.E. intends to develop and issue other small booklets like the Principal's Guide to fill information needs as they arise.

Objective 2: Comprehensive Plans

The director phoned school district offices and asked for a copy of their comprehensive plans. Eight districts sent plans, and these are on file at O.B.E.

To establish a baseline for comprehensive planning efforts, the director called together a citywide committee to suggest models for bilingual education and E.S.L. instruction. In several meetings, this committee discussed possible models for bilingual and E.S.L. programs.

A technical assistance packet was being prepared for wide distribution. It was to include District Profiles on Consent Decree and LAU plans, developed by O.B.E.'s Program Planning Unit; a self-check questionnaire for school districts to assess a variety of program components, a comprehensive plan outline, both being developed by the director; and a student record card to track progress within bilingual and E.S.L. instruction, already developed. The packet was to be completed by June 30, 1985. Appendix C contains samples of the packet's documents.

Objective 3: Special Circulars

The director convened a city-wide committee to review and revise regulations related to Consent Decree and LAU plan mandates. This committee met five times (December 5 and 11, 1984, and January 9, 15, and 26, 1985) with the director serving as facilitator and recorder. It used as the basis of its deliberations a document entitled "Revision and Consolidation

of Consent Decree and LAU Regulations: Review Draft" and an untitled document that compared the Consent Decree, the LAU plan, and state regulations (Chapter 827, Part 154).

Recommendations of this committee were summarized by the director. After a review by O.B.E. personnel, they were to be forwarded to the Chancellor and the Board's legal counsel. They were not available for review by evaluators.

Objective 4: Other Technical Assistance

As a member of the O.B.E. staff, the project director received many requests for technical assistance. She either filled them herself or helped to identify appropriate O.B.E. or Board personnel to do so. Topics covered and populations receiving technical assistance from the director were listed in her interim report of January 18, 1985. Since then, she has participated in or prepared materials for the following meetings and training sessions: E.S.L. teachers, January 8, 15, 16, 23, 28; special education bilingual teachers, January 3 and February; O.B.E. spring planning conference, May 14; planning for fall bilingual programs for 24 districts, May and June; and District 30 and 29 principals' conferences, May 29 and June 7.

The director acted as a facilitator to the Board's Office of Educational Assessment after being contacted by a private firm which was looking for four school districts to participate in a study of student assessment measures. Such a study, if enacted, might help establish a more reliable

assessment profile of LEP students than is now available. The director also facilitated the preview of training tapes prepared by the Teacher Training Project of the Colegio Universitaro of Rio Piedras, Puerto Rico, and secured copies for permanent use by the Board. While both these efforts were only indirectly related to the center's technical assistance mission, they could help establish its wider credibility.

PROGRESS ON CONCERNS

The letter of April 3 from N.Y.S.E.D.'s Bureau of Bilingual Education specified the project evaluation requirements; it requested information in five areas:

1. Implementation - Had the program, its activities and objectives been fully implemented as proposed? If not, those elements that were at variance with the proposed implementation were to be described.

2. Staffing - Were the types, numbers, and qualifications of staff sufficient? If the proposed staffing differed from actual staffing, the number and qualifications of staff, and the reasons for the change, were to be indicated.

3. Materials/Equipment - Which instructional materials or equipment used for each activity were most effective?

4. Problem Solving - What were the special problems that had been encountered in the implementation of the project? And what were the solutions to these problems?

5. Promising Activities - Which elements of the project were considered innovative and effective? Figure 1 cross-

indexes these concerns with the objectives previously discussed and lists activities in each area.

IMPLEMENTATION

While all objectives were implemented, variation in the method and timing of implementation was due to several factors. There was, first of all, a paucity of personnel. Although the coordinator was aided by O.B.E. staff and some part-time help, she was generally the only person available to do the work. There also were time and scheduling limitations. Each objective required several layers of input (from the field, from O.B.E., from the Board's central administrative structure, and from N.Y.S.E.D.), which no doubt strengthened but also sometimes slowed the implementation process. Scheduling activities with school districts and high schools was also impeded because the schools have so many internal activities; it was at times difficult to get onto their agendas in a timely manner.

STAFFING

The center has had difficulties arising from staffing. The original director resigned, and the current director first had to familiarize herself with the project. She also frequently worked alone, at times without a secretary, because other staff members worked part-time. Help from other O.B.E. personnel was transitory and as needed, but was not regularly scheduled.

FIGURE 1

CROSS INDEX OF OBJECTIVES AND CONCERNS

OBJECTIVE	IMPLEMENTATION	STAFFING	MATERIALS USED	PROBLEM SOLVING	PROMISING ACTIVITIES
Update of manual	Dissemination completed Revision suggestions collected Principal's Guide issued	Coordinator and four part-time teachers	The Delivery of Services The Principal's Guide	To issue an updated manual or topical booklets	Development of shorter supplements
Comprehensive plans	Phone surveys Collection of existing plans Models committee Packet in progress	Coordinator and Program Planning staff member	Materials packet	To establish baseline for for comparison	Assistance packet with LEP profiles, self-check list, student card
Special circulars	Convening regulation committee to review current regulations Draft of suggested recommendations	Coordinator and N.Y.C. personnel	Document comparing state and fed. regulations Draft guide to discuss plans	To modify regulations to reflect 10 years experience	Discussions and fresh looks
Other technical assistance	Activities conducted at various sites with varying populations	Coordinator and O.B.E. & N.Y.C. personnel	The Delivery of Services The Principal's Guide Materials as needed	How to deliver assistance: -on-site? -centrally? -during/after school?	Discovery that district-based meetings seem to attract the highest number of particpants

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MATERIALS/EQUIPMENT

The project relied largely on printed materials to perform its mission. The Delivery of Services manual and The Principal's Guide quickly became popular, well-utilized tools. Video tapes were being copied from the Colegio Universitario of Rio Piedras' Teacher Training Project and added to O.B.E.'s permanent tape collection. In addition, the director was using a computer program to create graphs of district profiles of LEP student distribution by language. When these graphs were used in the June 7th workshop, they were well-received by the principals and school administrators.

PROBLEM SOLVING

Each project objective generated different problems to be solved.

With Objective 1, the question was whether to issue a completely updated manual or topical booklets. At present, it seemed more appropriate to issue topical booklets such as The Principal's Guide to meet the need for accessible, easy-to-use information. At the same time, The Delivery of Services manual can remain a resource, providing in-depth coverage.

With Objective 2, the question was how to establish a baseline for comparison between existing and needed program models. The technical assistance packet being prepared by the director seems seems to be an appropriate tool for guiding school districts in plan development. The district profiles and the self-checking list will provide a picture of

existing resources.

With Objective 3, the question was how to modify regulations to reflect the experience of the past 10 years. This objective presents a difficulty unlike the others, because the ultimate decision will not be made by the director. Her role is essentially advisory; the decisions lie with the chancellor, the Board's legal counsel, and the Aspira plaintiffs. Nevertheless, the director facilitated discussions on changes and recommendations that would reflect the city's experience, including which regulations caused difficulty and needed to be modified and which ones worked well and needed to be kept.

With Objective 4, the question was how best to deliver technical assistance to school districts and high schools. Site selection proved to be critical to this delivery. Trial and error showed that workshops at the district level -- especially those for principals -- were better attended than citywide workshops. It is not suggested that citywide efforts should be discontinued, but only that local training may sometimes be a more appropriate forum for reaching the intended audiences.

PROMISING PRACTICES

As the center has become better established, it has increasingly become a contact point, both within the city (as a source of information and technical training to districts and high schools), and within the larger education network (as a contact unit for institutions with related functions). Thus

O.B.E.'s capacity to move beyond what is often perceived as a monitoring function into program development has been strengthened.

III. CONCLUSIONS AND RECOMMENDATIONS

The Technical Assistance Center appears to be providing much-needed services to school districts and high schools in New York City. While this year saw project objectives met to a great extent, certain changes might strengthen the center's program for next year. Therefore, the following recommendations are offered:

1. If funding permits, an additional field person and a full-time secretary might be hired to free the director to work on written materials development.

2. A training session calendar should be set up four to six months in advance to help avoid scheduling conflicts that reduce attendance.

3. The center should proceed with its plan to produce other topical booklets like The Principal's Guide targeted to specific populations -- coordinators, parents, teachers, and students.

4. Video taping of technical assistance sessions would be useful to project staff for overall evaluation and feedback; participants appear reluctant to fill out written forms.

IV. APPENDICES

APPENDIX A

Distribution of "Delivery of Services"

Copies were sent to:

Board of Education

Chancellor
Deputy Chancellors
All Members of the Board of Education
Executive Directors
Unit Heads
10 State Education Departments
14 Bilingual/E.S.L. High School Units
32 District Superintendents received 3 copies each
32 District Bilingual Coordinators received 1 copy each

Additional requests from Distribution for Principal's meetings

Districts

District 2 - 28
District 5 - 22
District 6 - 40
District 7 - 22
District 8 - 15
District 10 -40
District 11 -25
District 15 - 40
District 16 - 20
District 20 - 30
District 21 - 16
District 23- 25
District 26 - 15
District 30 - 30

Universities

Bank Street College
New York University
City College
Fordham University
Colegio Universitario Metropolitano, Rio Piedras, Puerto Rico

Other

Mayor's Office
Controller's Office
PRACA (Community Agency)
IPRUS (Community Agency)
Superintendant of Schools, Hartford, Connecticut
State Education Department, Hartford, Connecticut

NABE CONFERENCE 30 copies to supervisors from California, Ohio, Florida, Chicago, and Texas

NEW YORK CITY BOARD OF EDUCATION
OFFICE OF BILINGUAL EDUCATION
131 Livingston Street, Brooklyn, N. Y. 11201

EVALUATION OF THE DELIVERY OF SERVICES TO STUDENTS IN BILINGUAL/ESL EDUCATION PROGRAM (K-12)

COMMENTS: Excellent!

SUGGESTION FOR ADDITIONS/DELETIONS: Additions: 1. curriculum for CD program grade by grade
2. chart to indicate subject matter in CD curriculum and grade level in monolingual to facilitate mainstreaming
3 central service for exchange of information and material for bilingual teachers throughout the city apart from Resource Center.
4. list of service available to CD student by district eg. bilingual homework help, trip, assembly programs, places of interest
5. list of bilingual coordinators by district and school.

Mail to: Mrs. Gilda vanSand, Director
NYC Bilingual Technical Center
Office of Bilingual Education
131 Livingston Street Room 514
Brooklyn, N. Y. 11201

Ainsley González
P.S. 199
District 24
Queens

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131 Livingston Street, Brooklyn, N. Y. 11201

EVALUATION OF THE DELIVERY OF SERVICES TO STUDENTS IN BILINGUAL/ESL EDUCATION PROGRAM (K-12)

COMMENTS: This publication provides an excellent source of information and description of policies, services and programs for bilingual/LEP students. It was well received by our Bilingual Program staff. The manual was also a considerable resource in preparing our Title VII continuation proposal for 1985-86, I would like to distribute a copy to each school in District 7.

Edwards J. Jones

SUGGESTION FOR ADDITIONS/DELETIONS: A supplement could be published on a yearly basis updating the statistical data, program and policy changes, if any.

Mail to: Mrs. Gilda vanSand, Director
NYC Bilingual Technical Center
Office of Bilingual Education
131 Livingston Street Room 514
Brooklyn, N. Y. 11201

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131 Livingston Street, Brooklyn, N. Y. 11201

EVALUATION OF THE DELIVERY OF SERVICES TO STUDENTS IN BILINGUAL/ESL EDUCATION PROGRAM (K-12)

COMMENTS: Very, very good!
At last all one wanted to know about bilingual ed in one volume.

Will need at least 25 copies for principals' meeting on Sept 28.
Will pick up - can you have ready?
M Vega Dept 23

SUGGESTION FOR ADDITIONS/DELETIONS: will follow.

Mail to: Mrs. Gilda vanSand, Director
NYC Bilingual Technical Center
Office of Bilingual Education
131 Livingston Street Room 514
Brooklyn, N. Y. 11201

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Community School District: _____

DISTRICT PROFILE
BILINGUAL AND ESL PROGRAMS
FEBRUARY, 1985*

* Based on Fall 1984 Consent Decree/Lau District and School Data Reports; Office of Funded Programs Bilingual/ESL Progress Report

I LANGUAGE ASSESSMENT BATTERY (LAB) TESTING*

	CONSENT DECREE (Hispanic students)		LAU PLAN (Other language groups)	
	Number	%	Number	%
Fully LAB Tested				
Not Fully LAB Tested				
Total LAB Eligible		100		100

* NOTE: Spring/fall'84 LAB testing: "not fully LAB tested" may include students not re-tested or without LAB scores at all, those who were partially tested (e.g. English version but no Spanish version) and those whose answer documents were not hand-scored in order to determine entitlement status and ensure placement in bilingual/ESL classes.

COMMENTS:

II LIMITED ENGLISH PROFICIENT (LEP) STUDENTS ENTITLED TO MANDATED BILINGUAL/ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS*

	CONSENT DECREE	LAU PLAN	TOTAL
ENTITLED: Bilingual/ESL PROGRAM			
ENTITLED: ESL PROGRAM ("comparably limited")		Not Applicable	
TOTAL ENTITLED LEP STUDENTS	(%)	(%)	(100%)

* NOTE: Entitlement statistics will be updated with the Bilingual Education Student Information Survey (BESIS)

COMMENT: Entitled LEP students represent approximately ____% of the total district student enrollment

III LEP STUDENT PARTICIPATION IN MANDATED BILINGUAL/ESL PROGRAMS*

PROGRAM	CONSENT DECREE Number	%	LAU PLAN Number	%	TOTAL Number	%
Bilingual/ESL						
"ESL-only"						
No Program						
TOTAL ENTITLED		100		100		100
(Withdrawn/ "Opted-Out")	( )		( )		( )	

* NOTE: - Extent of participation in bilingual/ESL or "ESL-only" programs does NOT reflect compliance with other requirements such as those pertaining to program implementation, teacher certification etc. Districts are also subject to noncompliance and Module 5B funding deductions (1) if students were improperly withdrawn from a bilingual program and/or are not receiving ESL instruction; (2) if there are sufficient numbers of LEP students to mandate a bilingual/ESL program and only ESL instruction is provided.
- Students in "No Program" category do NOT generate Module 5B funds.
- Projected program participation data will be updated with the BESIS.

COMMENTS:

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DISTRICT PROFILE
CONSENT DECREE/LAU PLAN

IV PERSONNEL PROVIDING SERVICES PRIMARILY TO LEP STUDENTS

PERSONNEL	TOTAL NUMBER	LICENSE/CERTIFICATION			FUNDING SOURCES					
		Bilingual	ESL	Other	Basic Tax Levy	Module 5B	Chapter I	PSEN	Title VII	Other
Bilingual Teachers										
ESL Teachers										
*Other Professionals										
Bilingual Paraprofessionals		NOT APPLICABLE								

* NOTE: "Other professionals" include district bilingual/ESL supervisors, coordinators, resource teachers, curriculum developers, teacher trainers, LAB coordinators, guidance counselors etc.

COMMENTS:

____ % of the district's bilingual and ESL teachers were reported to possess the proper required license/certification.

____ % of the district's bilingual and ESL teachers are funded through basic tax levy funds.

V. MAJOR FUNDING UTILIZED FOR BILINGUAL/ESL PROGRAMS

$_____ MODULE 5B (tax levy supplemental allocation)*

$_____ CHAPTER I

$_____ PSEN

$_____ ESEA-TITLE VII [____ project(s)]

$_____ REFUGEE/Designat

$_____ TWO-WAY BILINGUAL } OTHER

$_____ NYS LEGISLATIVE GRANT }

$_____ SCHOOL/COMMUNITY EDUC. PROGRAM

$_____ TOTAL

* NOTE: Total basic tax levy funds utilized by the district for bilingual/ESL programs is not available (see section IV, however, for personnel data).

COMMENTS:

VI. SCHOOL COMPLIANCE STATUS REPORTS

Please also refer to any individual school Consent Decree/Lau Compliance Status Reports issued by OBE. Districts/schools must respond in writing with regard to corrective action if requested.

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(A) IDENTIFICATION OF ENTITLED LEP STUDENTS

(1) Check all activities to be implemented by the district.

[__] Train principals, other school supervisors, teachers and school intake secretaries on requirements pertaining to identification of LEP students such as conducting home language survey and LAB testing.

[__] Develop standard, districtwide recordkeeping and other procedures for conducting home language survey and affixing LAB labels on record cards.

[__] Monitor schools to ensure compliance with procedures above.

[__] Provide district staff, substitute teachers or other qualified and trained teachers to administer the LAB or to cover for classroom teachers assigned to administer the LAB.

[__] Provide documentation that activities above have been carried out.

(2) For each activity checked, outline and briefly describe specifically how it will be implemented (include personnel, funding, coordination and other relevant considerations).

Attach additional pages to Section "A" as needed

(B) PARENTAL NOTIFICATION

(1) Check all activities to be implemented by the district.

[__] Train principals, other school administrators/supervisors, teachers and other personnel on requirements pertaining to the notification of parents of their children's entitlement to and placement in a bilingual/ESL program, withdrawal and transfer option procedures, including the use of official letters/forms.

[__] Develop standard districtwide recordkeeping procedures for sending and maintaining copies of approved parental notification and option letters/forms.

[__] Monitor schools to ensure compliance with required parental notification and option procedures.

[__] Establish districtwide policy and procedures which require bilingual district office personnel to meet with parents who express a desire to withdraw their children from a bilingual program, as required under Special Circular #__.

[__] Provide documentation that activities above have been carried out.

(2) For each activity checked, outline and briefly describe specifically how it will be implemented (include personnel, funding, coordination and other relevant considerations).

Attach additional pages to Section "B" as needed.

(C) MANDATED BILINGUAL/ESL PROGRAM PLACEMENT

(1) Check all activities to be implemented by the district.

[__] Train principals, other school administrators/supervisors, teachers and other personnel on requirements pertaining to (1) the placement of entitled LEP students in a full bilingual program; and (2) provision of ESL instruction to all entitled LEP students, including those withdrawn and those who have rejected the transfer to another school.

[__] Analyze enrollment patterns of entitled LEP students by school, native language and grade level in order to plan for and implement bilingual/ESL programs in accordance with regulations.

[__] Develop districtwide procedures to maintain updated LEP student enrollment statistics by school, native language, grade and class placement (including bilingual, general education and ESL classes or instructional groups).

[__] Monitor schools to ensure compliance with regulations pertaining to the placement of LEP students in appropriate mandated bilingual/ESL programs.

[__] Provide documentation that activities above have been carried out.

(2) For each activity checked, outline and briefly describe specifically how it will be implemented (include personnel, funding, coordination and other relevant considerations).

Attach additional pages to Section "C" as needed

(D) BILINGUAL/ESL INSTRUCTIONAL PROGRAM IMPLEMENTATION

(1) Check all activities to be implemented by the district.

[__] Train principals, other school administrators/supervisors, teachers etc. on requirements pertaining to the implementation of bilingual and ESL instructional programs including the adequacy and appropriateness of the curricula, instructional materials, methodologies/approaches and programming/scheduling.

[__] Conduct a needs assessment of bilingual and ESL curriculum, materials, and provide appropriate and sufficient instructional materials based on the results of the assessment and the findings from OCR compliance reviews.

[__] Monitor schools to ensure compliance with requirements pertaining to the implementation of bilingual and ESL instructional programs (i.e., curricula, methodologies/approaches, materials, etc.)

[__] Collect and review bilingual and ESL teacher programs to ensure proper and adequate instruction, frequency of subject area and ESL instruction, indicating "time on task".

[__] Ensure appropriate class or instructional grouping of students for bilingual and ESL instruction.

[__] Provide documentation that activities above have been carried out.

(2) For each activity checked, outline and briefly describe specifically how it will be implemented (include personnel, funding, coordination and other relevant considerations).

Attach additional pages to Section "D" as needed

(E) STAFFING/PERSONNEL QUALIFICATIONS

(1) Check all activities to be implemented by the district.

[__] Train principals, other school administrators/supervisors, teachers etc. on requirements pertaining to bilingual/ESL teacher certification and qualifications.

[__] Maintain accurate and updated rosters and resumes of all teachers providing bilingual and/or ESL instruction including all licenses/certifications held and relevant experience, training, qualifications etc.

[__] Establish standard, districtwide procedures to recruit properly licensed/certified bilingual and ESL teachers.

[__] Establish systematic and periodic staff development programs for bilingual and ESL teachers and staff, as well as other school staff to acquaint them with rules and regulations affecting LEP students.

[__] Monitor schools to ensure compliance with requirements pertaining to bilingual/ESL teacher certification and qualifications, and staff development.

[__] Provide documentation that activities above have been carried out.

(2) For each activity checked, outline and briefly describe specifically how it will be implemented (include personnel, funding, coordination and other relevant considerations).

(3) Enter the information below for 1985-86.

	Total Number	License/Certification		
		Bilingual	ESL	Other
Bilingual Teachers				
ESL Teachers				
TOTAL				

(F) EQUAL ACCESS/EDUCATIONAL OPPORTUNITY

(1) Enter the information below including all district programs and services planned for the 1985-86 school year; those programs/services available to entitled LEP students must also be reflected in Section "G" of this plan.

Program/Service	Number of Non-LEP Students	Number of Entitled LEP Students	Funding Source
Gifted & Talented			
Occ. Skills Dev.			
Career Awareness			
Drop-out Prevention			
Attendance Improvement			
Guidance Counseling			
Specialize/sit. Schools & Progs.			
Promotional Gates			
Computer Assist. Inst./Literacy			
Other (specify)			

(2) For each program/service, outline and briefly describe, in no more than two (2) pages, the programs/services above in which entitled LEP students will participate; include the scope of the program (bilingual if applicable), sites (schools, etc.).

(3) Provide and explanation and justification, if applicable, for excluding entitled LEP students from participation in any of the programs/services listed and which are provided to non-LEP students in the district.

Attach additional pages to Section "F" as needed

(G) COMPREHENSIVE PLANNING/UTILIZATION OF FUNDS

(1) Enter the information requested below for each funding source, available to the district for the 1985-86 school year, which will be utilized for entitled LEP students:

Funding Source	Type of Programs/ Service(s)	No. of Entitled LEP Students	No. of Bilingual Teachers	No. of ESL Teachers	No. of Bil. Paras.	Other Bil./ESL Personnel	Total Budget ($) for LEP Students
Basic Tax Levy							
Module 5B	...COMPLETE THE MODULE 5B APPLICATION, ENCLOSED... as a supplement to this plan, after district allocation is made						
Chapter 1							
PSEN							
Title VII Immigrant/ Refugee							
Two-way Bilingual							
Other (Specify)							
Other (Specify)							
Other (Specify)							
Other (Specify)							

(2) Describe, in no more than two (2) pages, how the district will coordinate efforts among its organizational units (e.g., bilingual/ESL, personnel, funding, budget, curriculum/instruction etc.) (a) to ensure the comprehensive planning, development and implementation of mandated bilingual/ESL programs utilizing the funding indicated above, and (b) to ensure compliance with each funding sources' requirement and Consent Decree/Law regulation.

Attach additional pages to Section "G" as needed

(H) EVALUATION/DATA COLLECTION SYSTEMS

(1) Check all activities to be implemented by the district.

[__] Establish a district task force of non-pedagogues to assist District Office or school staff in the preparation of fall Consent Decree/LAU data reports, BESIS report and other required records.*

[__] Analyze all available data and documentation to determine the extent to which each school is in compliance with regulations affecting LEP students, and report need for corrective action to the Superintendent or other designated district official.

[__] Implement necessary changes to correct areas of non-compliance.

(2) For each activity checked, outline and briefly describe specifically how it will be implemented (include personnel, funding, coordination and other relevant considerations).

* Required under Module 5B funding guidelines. (See Module 5B Supplement).

Attach additional pages to Section "H" as needed

(I) ASSURANCE

This Compliance Assurance Plan is intended to ensure compliance with Consent Decree/LAU regulations governing the identification ... mandated programs for and other requirements pertaining to limited English proficient (LEP) entitled to bilingual/ESL instruction.

The effectiveness of this plan will be determined by the extent and degree to which the district achieves and maintains compliance as measured by entitled LEP student participation in approved bilingual/ESL programs and adherance to related requirements. The district's compliance status is ascertained through an analysis of relevant information compiled in various data collection systems and on-site compliance review visits.

As indicated in the cover letter directing districts to prepare and implement this plan, the failure to achieve compliance will result in the imposition of appropriate sanctions.

This Assurance, therefore, is signed with this understnading and after careful consideration in the development of the plan that all activities, policies and procedures herein contained and any others, as needed, will be implemented to comply with Consent Decree/Lau regulations.

_____

Superintendent's Name

_____

Superintendent's Signature

_____

Date

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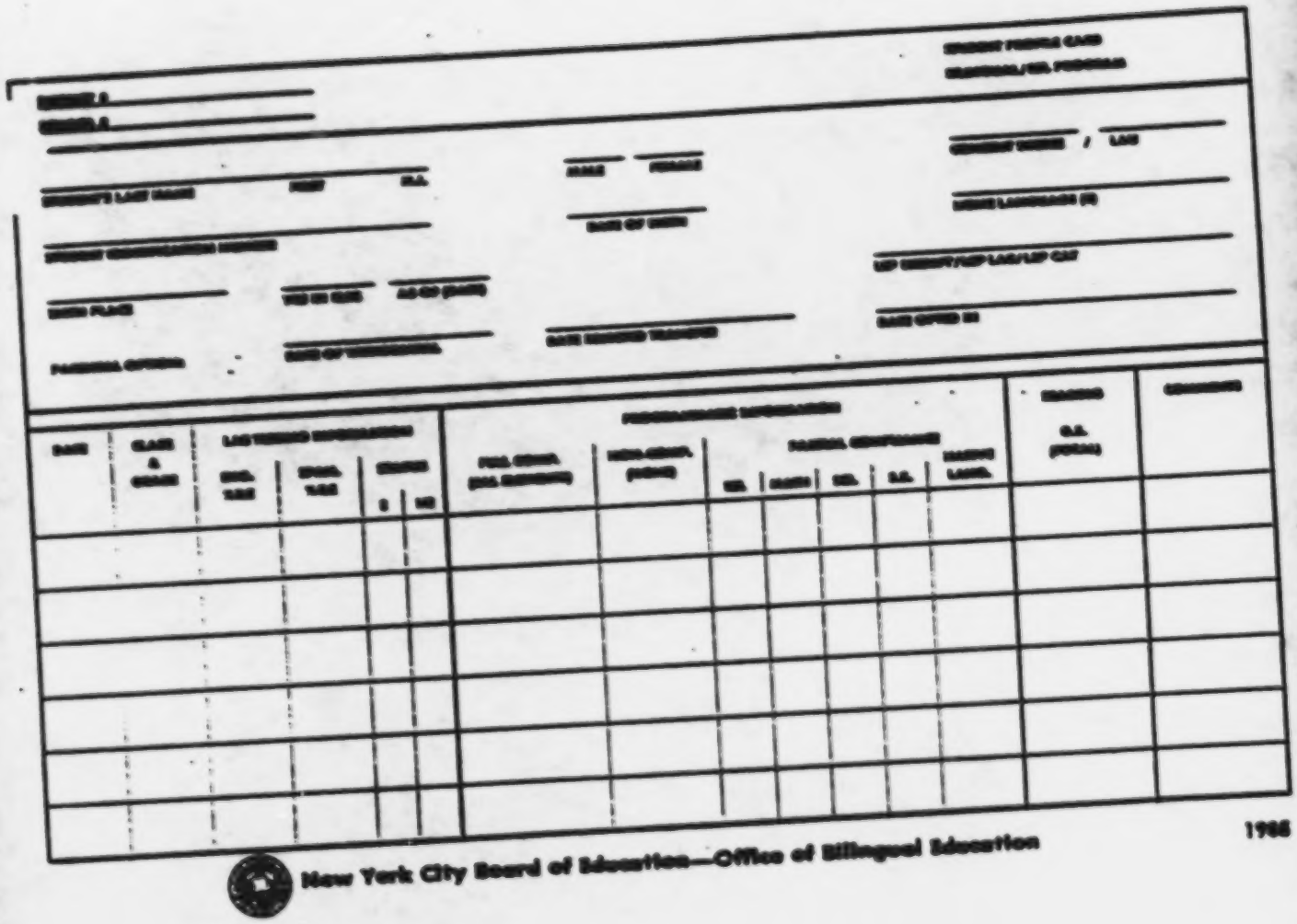

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